

Standard and Expectations

Raising Student Responsibility

Our aim at BISJ is to deliver outstanding teaching, learning and pastoral care. This can be enhanced by adopting the philosophy of 'Raising student Responsibility' (RR). When we promote student responsibility we enable students to take control of their own performance and behaviour and in return they become more internally motivated. Therefore the focus of the Raising student Responsibility (RR) strategy is to empower our students to make the right choice which in turn ensures that students are active and not passive learners.

Raising student responsibility by using reflective questioning, ensures that our philosophy becomes an active process, and this enables both students and staff to reflect effectively on where a student is and how they can move forward. It is the tool kit for engaging students as active learners and reflective individuals in order to encourage them to achieve their full potential by plotting a positive course of action which the pupil themselves has determined. In school we endeavour to use these ideas at every possible opportunity so that using the processes and questions becomes part of an everyday process for individual students.

We also encourage parents to use the approach and to help with this, we offer Parent workshops periodically during the year.

Questions parents/guardians/teachers could ask a child in order to encourage Self-reflection

- Do you want to be in charge of you or have someone else be in charge of you?
- What would you expect me as your teacher/mother/father to do now?
- Is what you're doing on a high level?
- What will you do to get on a higher level?
- Here's an opportunity for you to act on a higher level.
- What **can** you do?
- What **will** you do?
- Think to yourself of someone you know who operates on a high level. What would that person do now in your situation?
- If you continue on this level, what will likely happen?
- Is that what you want?
- What will you do now?



Promoting Positive Behaviour

The British International School believes that good discipline is an essential prerequisite for good learning. It is essential therefore that each child is subjected to a happy and secure environment in which he/she may develop his or her true potential. The school strives to nurture a positive atmosphere based on a Sense of community and shared values. The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and acknowledgment of good behaviour.

When a student does something well, or tries hard, the teacher will recognise this by doing one or more of the following:

- Congratulating the student in person
- Writing comments on work
- Awarding house points
- Issuing a written positive report

Central to the aims of the school is the positive reinforcement of good behaviour. The school aims to foster positive behaviour in all of its students by communicating positive expectations, and regularly emphasising the power of choice and reflection.

Expectations

Examples of positive expectations are:

- respect for the individual, recognising strengths and caring for self and others
- polite, courteous behaviour
- pride in themselves, others and their environment
- self-discipline
- responsibility to others
- unwillingness to accept intolerance towards others and/or anti-social behaviour
- honesty and integrity in relationships with others
- tolerance, sensitivity and compassion towards others

Recognising Positive Behaviour

We recognise effort through House points, (Key Stage 3) certificates, positive reports, commendation letters and celebration events. Three positive reports on Engage (the school's management information system) in any one term will warrant a letter of encouragement to be sent home from the Head of Year. Documentation to students is uploaded to the students profile on Engage and will be referred to when compiling references for schools and universities.

Recognition of Student Endeavour

Student endeavour is recognised in a variety of ways. The school awards the internationally recognised CIS Award for International Understanding. There are a number of annual sporting awards, awards for house points and reading certificates. In addition, the school presents a student in each year group with a Learning to Live, Learning to Learn and Learning to Lead award. A student in each year group is also presented with an overall school vision award. Staff use the vision award criteria to nominate students for each award. Recognition of student endeavour takes place in a formal assembly in June of each year.

House Points

It is important to recognise students' efforts and performance, promote teamwork and school pride, and, consequently, a House Point System is operated within Secondary, for all year groups from Y7 to Y9. House points are awarded at the discretion of the class teacher.

House points are awarded for students going above-and-beyond in effort, attendance, perseverance, behaviour, and for participation in school events and competitions, consistently upholding the school values, etc. Examples include:

- Good work
- Sustained effort in work
- Community service
- Preparing work for assemblies
- Being helpful around the school
- Improved effort and behaviour

Each house has a male and a female IB1 house captain, who serve as a role model to younger students and has duties including leading their Houses in School events, collecting and recording Points and organising competitions.

House point stamps are used by the awarding teacher and entered into the student's planner.

House Captains collect students' points once a month during form time and record them in a Google sheet, shared with Form Tutors.

In Key Stage 3, tutor, bronze, silver, gold, and platinum house point certificates are awarded to students throughout the year for notable achievement in this area.

At the end of each term, and for all year groups, a reward is awarded to the form class who has the most points within the Year Group. Prizes are decided by House captains and announced in the Herald (the daily newsletter) at the beginning of the term. Examples of prizes include:

- Non-uniform day
- Sleep-in-no form

- Free pizza at lunch
- Movie night
- Day at the beach

An overall House Trophy, the *Trevor Williams Inter-House Trophy*, is awarded to the House gaining the highest point's total. House points gained from other Inter-House events, i.e. sporting activities, drama, art, etc. also contribute to this award. Many other trophies exist, which are awarded to the winning Houses after the completion of Inter-House Competitions. These are displayed, with House colours, in the foyer of the Secondary building.

The total House points and events are updated regularly on the House boards, in assemblies, on the School website and Facebook. Monthly, certificates are awarded to Key Stage 3 for achieving the following house points:

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| 30 House Points | Tutor Award |
| 60 House Points | Bronze Award |
| 90 House Points | Silver Award |
| 120 House Points | Gold Award |
| 150 + House Points | Platinum Award |

Positive Report on Engage

A teacher may decide to write a positive report on Engage for a student. If a student receives three positive report entries in any one term he or she will receive a positive letter from the Head of Year. The following list gives examples of types of behaviour that would merit positive reports:

- An outstanding piece of academic work
- A marked improvement in academic work
- Consistent noticeable effort
- Exemplary behaviour and attitude
- Willing contribution to out of class activity

Positive behaviour is recognised through Sending official positive letters to parents.

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| Three Positive Reports on Engage | Positive letter from HoY |
| Six Positive Reports on Engage | Positive letter from the Deputy Head |
| Nine Positive Reports on Engage | Positive letter from the Head of Secondary |
| Twelve Positive Reports on Engage | Positive letter from the Director |

Letters of Commendation

Letters of commendation are awarded to students four times a year in recognition of outstanding performance with regard to their learning descriptors. These are sent home to parents and a copy is placed on Engage. The school awards the internationally recognised CIS Award for International Understanding. A letter of commendation is awarded to students after receiving their end of semester reports to student who have outstanding learning descriptor scores.

General approach to dealing with inappropriate behaviour

The school regularly communicates to students that they are solely responsible for their behaviour. This approach emanates from the belief that schools have a duty to empower its students to become confident, independent learners and to effectively act on decisions over which they can exercise control. Students are encouraged to feel that they have ownership in the educational process and the power to affect change. To this end the school emphasises that while classroom management is the responsibility of the teacher, behaviour is the sole responsibility of the student. As students move towards accepting responsibility for their own behaviour, they become more empowered as learners and come to accept responsibility for and control over their choices.

Self-reflection is an integral part of the journey to accepting self-responsibility and students are assisted in reflecting on how they interact with others and on their learning outcomes. By fostering this level of social responsibility the school contributes positively to student self-esteem. Students practise making increasingly responsible decisions and learn from their successes and mistakes.

The British International School of Jeddah has high behavioural expectations of all its students. When students do not meet these expectations we will normally discuss, guide and, if need be, counsel the students. Then, if changes in behaviour do not follow various consequences may be applied by the Secondary Leadership Team. In all cases, actions will be taken in consultation with parents, either verbally or in writing. It is possible that for the most serious or persistent neglect of school expectations, the Head of Secondary will recommend an expulsion of a student to the Director.

Students must be aware that the school uses an electronic recording system to keep a track of situations, whether positive or negative, which forms their 'record'. These records may be referred to in the event of a student transferring to another school, requesting references or when making university applications.

Whenever possible, disciplinary concerns will be dealt with by talking with the student/teacher and/or parent. The overall aim being to make students reflect on their attitude and approach and to understand the consequences of that approach. However, when these efforts are not successful more formal procedures will be followed.

The Head of Secondary reserves the right to issue alternative consequences for inappropriate behaviour as he/she deems suitable. The Head of Secondary may also adjust disciplinary measures as required.

School consequences that are less severe than suspension or being asked to leave the school may include one or more of the following:

- Verbal warning
- A written note in the student planner
- An incident report on Engage
- A letter home/phone call to parents
- A parent conference
- An after school Behaviour Reflection Session
- Campus exclusion

Inappropriate Physical Behaviour

Students involved in unnecessary or aggressive physical contact with another student in a manner we considered as fighting will be suspended from school for up to 5 school days. We do not accept 'play fighting' as an excuse or that 'I was only playing'. If aggressive physical behaviour continues the student may be referred to the Board of Trustees to be considered for expulsion.

In addition to aggressive behaviours all students must not engage in inappropriate public displays of affection.